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Editorial.

THE resignation of Superintendent Pickard, of the Chicago Public Schools, is an event demanding something more than a passing notice. Had it occurred even under the circumstances that ordinarily attend a long, faithful, and arduous public service, it would have been a result to be deplored far beyond the community immediately affected thereby. But coming as it does in the meridian of his powers and of his usefulness, at the end of thirteen years of earnest and successful effort in behalf of the public schools of the metropolis of the Northwest, and instigated, as it appears to have been, by a base and cowardly conspiracy, accompanied by the most dishonorable insubordination on the part of an inferior officer, it is an event that points to a moral, if it does not *adorn* a tale. Mr. Pickard has, by his ability and conscientious devotion to the cause of public education, during the past thirty years or more, earned a reputation that is both national and international. The Chicago schools owe more of their preëminence to his intelligence, sagacity, prudence, and well-directed zeal, than to the like qualities of any other man or set of men connected with their administration, in our humble judgment. The schools of this city have for years, under his able administration, been recognized as among the very best in this or any other country. He has proved himself to be not only a wise educator, but an efficient executive and skillful leader. He has ever enjoyed the sincere respect and confidence of the hundreds of teachers under his immediate supervision, while he has also been honored with the highest places within the gift of his collaborators in the state and nation. With singular tact and consummate skill he has been enabled to harmonize the conflicting views of the successive boards of education, frequently made up of the most diverse elements, throughout the long period of his administration, in such a manner as to secure the best results to the great trust committed to his charge. In short, the present efficient condition and exalted reputation of the Chicago schools afford the best evidence of his wisdom and skill as an

executive officer, and they will ever be his own best vindication from either the open or covert assaults of his malignant and unscrupulous enemies.

In bearing this unsolicited testimony to the worth and ability of a veteran educator, we speak simply that which we do know from a more or less familiar personal and professional acquaintance extending over a period of nearly thirty years. But what are the facts connected with this affair so far as they have been made publicly to appear? About two years since, certain malcontents in the Board of Education became suddenly struck with the conviction that "age" was creeping upon the still hale and hearty Superintendent, and that it would be desirable to have some one as assistant *who could fill his place!* Accordingly an assistant, Mr. Duane Doty, was imported from the city of Detroit, and from his experience and hearty coöperation much was expected. "It seemed then assured," says Mr. Pickard, "that suggestions would be made which must result in a needed modification of our work and in improved methods of teaching, as well as in the more business-like conduct of affairs intrusted to the Superintendent and his Assistant under the rules of the Board. These expectations have not been realized; since no suggestions of change have been made, though often asked for. On the contrary, the *Assistant Superintendent seems to have marked out for himself an independent course of action*, if the work he has required of others, without even asking the consent or approval of the Superintendent, can be taken as an indication."

It further appears that the Assistant Superintendent has issued blanks calling for certain items of information already accessible in monthly reports, or in clerks' books, or in files of papers always open for inspection, etc., etc., without consultation with his superior officer, while the most extraordinary measures were resorted to in order to prevent the knowledge of these blanks from reaching the Superintendent. As the letter of Mr. Pickard, detailing these singular proceedings, has been widely published, it is not necessary in this connection further to repeat its statements in order to reveal the secret springs of the conspiracy which has had for its palpable object the humiliation of a most worthy and faithful public officer, and his removal from a position he has honored for the past thirteen years. The Assistant Superintendent substantially admits the gross impropriety of an official act which he sought by all means, fair and foul, to conceal from his superior, but "has openly expressed his deep regret *at the result of his action in this respect*, and disclaims all intention to withhold from Mr. Pickard any information regarding measures which require the Superintendent's approval." That is to say, Mr. Doty has been guilty of a deliberate, studied insult to his superior officer, but has expressed his regret, not at the action itself, *but at its result*, that is to say, at the resignation of his chief! Just so. Mr. Doty is too old a man, he is too deeply skilled in the fine art of *finesse*, and too learned in a knowledge of human nature, not to know that all this penitence on his part is a delusion and a snare, worthy only of a demagogue, and totally unworthy of an educator. With all his knowledge of the *motives* that led to his own *importation* here, and of the men who effected it,—knowledge equally patent to scores not in the *coterie*,—he should not imagine the outside public to be so ineffably unsophisticated as not clearly to comprehend *his* methods, as well as

the methods of those whom he was imported to aid and abet. He has played his part well, and "the result of his action" is just what he and his co-conspirators wanted it to be. He did not miscalculate the effect of such conduct, aided and abetted, as it has been, by a majority of the Board of Education, upon the sensibilities of a high-toned and honorable gentleman like Mr. Pickard. Mr. Pickard has resigned and Mr. Doty reigns in his place. Mr. Doty cannot reasonably hope for anything more than a moiety of the respect of fair-minded and honorable men anywhere, unless he can vindicate his claim to more of it by resigning, too, and *that right speedily*.

To sum up the case, then, a faithful, zealous, and high-minded public officer has thrown up his commission rather than longer submit to the repeated acts of discourtesy and insubordination of an assistant "who could fill his place," backed by a majority of the Board of Education. The majority of that Board, in accepting Mr. Pickard's resignation, under the circumstances, have offered a premium upon official insubordination and discourtesy. They have sanctioned a course of conduct, and have established a precedent which, if carried out to its consequences, would disorganize the Board, frustrate its best plans, break up the schools, and introduce anarchy and misrule into the very vitals of society itself. If official courtesy and subordination are not to be rigorously exacted in the administration of education, we should be glad to know where they are to be expected. Is obedience to be taught to the children in the schools by gross acts of disobedience among their high officials? Can Superintendent Doty afford to risk the consequences of the precedent he has established? Can he hope to command the respect of the principals of the schools under his care, many of whom it is not too much to say are at least his peers in character, scholarship, and professional ability, while he has thus publicly advertised his own official discourtesy and insubordination? Does he expect a discerning public to accept his ostentatious professions of regret at *the result of his actions*, *without* some tangible evidence that his professions are sincere? If he does, we think time, the great avenger of wrong, as well as the vindicator of truth and justice, will teach him a lesson that he has been altogether too slow hitherto in learning.

As to the action of a majority of the Board, there can be but one opinion among men actuated by such a spirit as should permeate every grade and shade of our educational work,—the spirit of honesty, justice, and fair dealing. It illustrates the folly of the present methods of electing and selecting our boards of education, and some other high educational officials. What we need in such places is men, not politicians; high-minded, honorable men, and not tricky partisans and transparent demagogues. Only the best, wisest, and noblest should be placed in charge of our great educational interests. We must not expect pure streams to flow from poisoned fountains. If we are ever fully to realize the blessings of a reformed civil service, we must begin by reforming our educational service, and by making it impossible for unworthy men to shape the methods and inspire the motives of an education that should embody the very soul of obedience, honesty, justice, and truth.

The vacation season brings a world of blessings to the tired, perhaps invalid, teacher. It comes to save many a weary one from total break under the nervous strain, the intense activity, of the long months of faithful labor. It is the one great com-

pensation of the teacher's ill-requited, often thankless career. But for it, few could sustain the toils and cares, the vexations and burdening responsibilities of the training of young immortals, for more than a very brief term of years. Begrudged by the close-fisted and narrow-minded portion of the public, decried at times even by the more liberal, it must be recognized, now and in all the future, in our judgment, as an absolute necessity, alike for teachers and taught.

How best to spend this priceless season is to some a problem of no small difficulty. Many, even of those receiving the large salaries of the cities, have been unable to save enough for travel and sight-seeing, and must perforce remain, for most of the time, at their temporary or paternal homes. But there the long summer days, apart from social joys, in which there should be generous indulgence, may be spent delightfully in "fireside travels." The great war in the East just now offers special temptation to studies of the entire Oriental world. It will be strange indeed if the resting teacher, in the absence of a sufficient library of his own, is far away from public or private facilities for pretty wide readings in books of travel (which should really be studies in geography, history, ethnology, etc., invaluable for professional use by and by), popular science, and a multitude of matters useful not only to fertilize the mind, but to add to the special equipment for the class-room. The year now closed has, very likely, developed some marked weakness or deficiency in the teacher's "kit of tools;" let him take the opportunity of these restful weeks to strengthen the weak point, remedy the deficiency, or prepare adequately for desired promotion. It is a good thing, however, for a good part of the time, to let the mind be fallow. Like soil thus treated, it brings to it new and larger capabilities by its very idleness. The hard-worked teacher will hardly sleep too much now. Day-dreams, frequent baths of silence and apparent mental vacuity, will hardly do great harm. They are all on Nature's programme.

For those who can command some means, and have a competent preparation, the summer scientific schools offer superior opportunity. They are announced in unusual number for this season. A number of them are peripatetic. One or two go to the Rocky Mountains and beyond; another goes to Lake Superior; others include many points of scientific, historic, and picturesque interest. All, so far as we have observed, are capitally organized and led, and promise results of great value to their members, and perhaps to the world's stock of knowledge. But all require money, as well as something of time and talent.

In most of the Northwestern States advantage is taken of the summer vacation to hold normal institutes or normal schools, so called, of from six or eight weeks' length, by teachers of the higher order, whose health and strength admit, and who feel compelled, by pecuniary necessity or sense of duty to the profession, thus to keep up their work. They have been, we doubt not, invaluable agents of professional culture in the localities thus favored. Attendance upon them is not always to be recommended. Other considerations than the ability of their heads and the probable utility of the announced curriculum come into the account. The teacher, physically exhausted by the work of the year, should rarely fill his vacation, or any large part of it, thus. But in some way it is the duty of every one who means to remain in the profession, and do his duty to it, to see that the close of his vacation in time finds less of vacation (or vacancy) in his head and heart.

From a private letter recently received from Señor G. Videla Dorna, Chargé d' Affaires of the Argentine Republic, we make a brief extract indicating the progress of education in that country. The figures are from a communication forwarded by the Minister of Education, Señor Leguizamon.

"In the department of primary education the census of 1876 shows that there were in the republic 1,900 schools, with 120,000 pupils. This branch of education is in charge of states and municipalities, aided by the national government by means of subventions. In secondary education, including the superior and professional schools, under the charge of the National Department of Public Instruction, there are 30 institutions, with 6,770 students. The National College at Buenos Ayres was opened on the 10th of March, 1877, with more than 1,000 students enrolled and entered for the course of instruction."

These facts exhibit a most encouraging state of affairs in this new republic, and they show to what an astonishing degree of progress the people have attained. Normal schools have been established at Parana and Tucuman. Several teachers for these schools have recently gone out from the United States, and are at work with great acceptance to the government. We shall cheerfully comply with the request of Señor Dorna to furnish the Minister of Public Instruction with full information as to the condition and progress of education in this country. Señor D. expects in the course of a year to make a tour of inspection among the schools of the West, where he will be cordially welcomed.

Contributions.

THE STUDY OF THE FRENCH LANGUAGE.

V. CONVERSATION IN THE CLASS ROOM.

ALFRED HENNEQUIN, University of Michigan.

CONVERSATION has a right to claim a very prominent place in the study and teaching of the French language. Several "methods" have been tried, with more or less success; the question is therefore to know which is the best. The *Sauveur* system of teaching conversation has obtained such popularity that it might seem assuming a very great responsibility, were we to entirely disregard it. It is believed that the method referred to, that is to say, the so-called natural method,—has given good results enough to have a right to claim the first place among the different methods. In my opinion, however, these good results are striking only to those who do not themselves master the language.

As I stated in a letter addressed to the WEEKLY, and published in a former number, I have given the *Sauveur* method a fair and conscientious trial in one of my classes at the University of Michigan. The result was just what I supposed it would be—mere talk. In other words, the students did speak French, but the nature of the conversation was anything but pleasant to the hearer who really knew the language. Can conversation have any charms, when almost every sentence uttered shows that the speakers have no knowledge of grammar whatever? If you merely want to be understood, caring but little as to the means employed to that end, take your pocket-book, and draw a mushroom to let a French waiter know that you desire a "bifstek" with mushrooms. He may bring you your umbrella, that is true; but I am convinced that you stand as fair a chance of being rightly understood, as if you had ventured to ask for your beefsteak with mushrooms in broken French.

Let us suppose a child learning music in a boarding-school. At the end of the first term the child returns home, and is asked by her mother to play something. The child,—not feeling at all nervous, for she has never been told that want of confidence in one's talent is a proof, in most cases, of true ability,—the child begins to play some well-known tune, and even undertakes difficult variations. So much in three months!! Let us now suppose that the mother is a true artist. Will she be satisfied that her daughter has been taught properly? Will she make as much fuss about that one tune—two if you prefer—played in such a way as to drive the cat out of the room, as the girl who has come to the door to hear this wonderful piece of execution? I

believe that I am quite safe in answering this question in the negative; she would have preferred to hear her daughter run a few scales up and down the instrument. The same may be said of the *natural system* of teaching conversation; learn the scales first, *i. e.*, the grammar; then you will learn to play tunes, *i. e.*, conversation, and that with as many variations as you please. In short, the mechanical memorizing of sentences is no better than the mechanical playing of tunes.

Now, I do claim that correct conversation can be, and should be taught in the class-room. "Conversation" should be divided into three important classes:

1. Grammatical analysis (in French) of "Readers."
2. Colloquial exercises based on the selections read.
3. The use of idioms for topic conversation.

My intention is to illustrate, further on, what I understand by "Grammatical Analysis of Readers." The second and third classes, that is to say, the second and third steps in conversation, will be considered in another article to follow this:

As already stated above, the grammar of the language should first be mastered. A full year should be given to grammar, including, of course, oral and written exercises, and elementary reading. The French names of the different parts of speech, and the names of the moods and tenses of a verb should also be learned during this time. The second year's work should begin with "Conversation."

The teacher gives a short lesson in the reader, and states beforehand that the first two lines will be analyzed in French, as follows: Let us suppose the first sentence of the selection to begin with—"L'espérance est un don de Dieu." Teacher: "Monsieur X, lisez la première phrase de la leçon."

Mr. X does not understand, of course. Teacher (in English): Translate, Mr. X, word by word, the following question: "Lisez," read. . . . Teacher (in French): "Quel temps du verbe lire?"—which question he translates himself, and afterward repeats it a second time, in French. Student: "Imperative."—Teacher (without explaining the wrong pronunciation): "Oui, monsieur, l'imperatif,"—laying stress on IF.—Teacher (continuing the required translation of the question): "la première phrase."—Student: "the first phrase." It must not be thought strange that the student has understood these three words. It is due to his command of a large vocabulary, obtained while studying the grammar; and to his knowledge of the relation existing between French and English words. Teacher: "de la leçon"—Student: "of the lesson." The above remark also applies to these words. Teacher: "Lisez, Mr. X, la première phrase de votre leçon." Notice the change in the wording of the question, also the new word. The student reads: "L'espérance est un don de Dieu." Teacher: "C'est assez,"—the same in English, and a second time in French; then continuing in English: "Mr. X, what is 'it is enough,' or 'that will do,' in French?" Student: "C'est assez."—Teacher: "C'est correcte."—"C'est" is known, "correcte" is acquired by sound. Teacher: "quel est le verbe, 'to hope,' en français?" Some one in the class will certainly understand, if not, the teacher should go through the whole of question analysis, as shown above. Any student: "espérer." Teacher (to some other scholar in English): "M. Z, state, in French, whether that answer is correct or not."—Mr. Z: "Oui, monsieur, c'est correcte."—Teacher: "Monsieur X, quel est le participe présent du verbe espérer?" It is more than probable that this question will not be understood; the process of translating questions will again have to be used. It might be well to observe here that seldom does a question need to be translated twice, when it has carefully been done the first time. Student (who has finally understood the question): "espérant." Teacher: "Otez le T, et ajoutez CE, quel mot aurons-nous?" Students who have studied the language but a few months will understand such questions as the above; yet should it not prove to be the case, the teacher must again go through the same translating process explained and illustrated above. Student (answering the question): "espérance." Teacher: "espérance, en anglais?" Student: "hope." Teacher: "comment formez-vous le mot espérance?"

This question and the required answer will, of course, call for help from the teacher; but even if he is obliged to give the translation, of both the question and the answer, he should require the student to give the French forms after him. It would take too long to give the complete colloquial exercise of the sentence under consideration. It can be extended as far as the teacher desires, but never should it go beyond the student's knowledge of the grammar.

To resume all in a few words, the system I advocate for the introduction of conversation in the class-room, is merely this: "Ask simple questions in French; if the student does not understand, help him to translate your ques-

tion; require the answers to be given in French; if the student cannot do so ask him to answer in English, and help him to translate his English answer into French; translate as few questions and answers as possible; often use the same questions, with a slight variation; help to simplify the student's English answers; speak loud, distinctly, and do not, at first, join the French words together; do not ask any questions that do not refer to the analysis of the text; never allow an incorrect answer to pass unnoticed, unless it be one on pronunciation; never correct a wrong answer yourself, if you believe a student can do so; do not introduce more than ten new forms of questions at each recitation: PERSEVERE.

It may be argued that this system for introducing conversation is tedious and slow. A teacher's work that is not tedious is seldom well done; as for slowness, *slow and steady wins the race*. This system is not, however, so slow as may be thought. It has been my experience that, after three months of this kind of work, the recitations could be conducted in French with great readiness, emulation, and pleasure on behalf of both teachers and students. The next step in conversation is easy if this first introductory conversation has been carefully brought about. In order to speak French, using idioms, that is to say, the third class of conversation, it will require but very little effort from both students and teachers, if the first two classes have been well conducted. The whole subject of French conversation, the student having mastered the grammar—requires two full years, in connection, of course, with reading and translation. These two years' study of conversation could be said to correspond to one year's stay in France, the grammar not having been learned before reaching the country; thus making three years study of the language in this country equal to one in France.

SCHOOL ECONOMY.

V. TARDINESS.

H. B. BUCKHAM, State Normal School, Buffalo, N. Y.

OF course, pupils who are habitually tardy must, when they deserve it, be blamed, and that with severity, according to their disposition and the circumstances of the case. But, as in all other such matters, there should be no punishment without inquiry into each case, and the punishment should be confined to the real offender, and be in proportion to the degree of guiltiness. A boy is tardy this morning; the fact is the same whatever the cause. He is tardy frequently; the record, and the percentage, and the influence on the school perhaps, and the pupil's own lessons, are affected just as much whether his tardiness was preventible or not. Two questions are to be asked: Is the pupil himself in fault? and, How great is the fault, if his? I find that in very many cases the fault is not with the pupil, but with the parent, and I cannot punish the child for another's fault. This can generally be ascertained by questioning, and if ascertained, it would be a great wrong to inflict any disgrace or punishment on the child. I do not know what is to be done in such cases, so far as the pupil is concerned, but to let him go free on being sure that the fault is not his. On this point the teacher must ascertain the exact truth from either child or parent or from both, and he must take great pains to ascertain it, and then must bear with the child unless the school is injured by the number or the flagrancy of such instances. In this case the school officers should authorize not indeed punishment in the form of any bodily infliction, but of removal from school, if need be. But I would not let the case rest here so far as the present is concerned. I would torment him with such repeated interviews and reiterated messages and such urgent representations of the shiftlessness and vagabondism of continued tardiness at school that though he would not send his child in time because it would be for that child's good, he would do so to get rid of my importunity. In all school concerns the parent should feel, or should be made to feel, that he should bear his part of the burden; in this matter, the school, as an institution not to be trifled with or thwarted in the doing of its legitimate duty, may and should follow the delinquent parent with such incessant moral *subpenas* that there shall be no escape but in the reasonable punctuality or voluntary withdrawal of his child. The demand for punctuality may amount to constrictive persecution, and no one will seriously complain except those justly exposed to it.

But this only when tardiness may be clearly charged to carelessness or contempt at home. Getting the children to school may depend on an invalid mother, or on some one who, too young, is obliged to take a mother's place; There may be other duties which must be done, though not regarded as of more importance than school. In such cases, what? These will always be explained in full and with sincere expression of regret that the children have to be late, if the teacher makes honest inquiry without preliminary fault-finding.

And, then, to a certain extent, they must be borne with. Their occasional or frequent tardiness may be a great annoyance and, as far as it goes, a bad example, but if all proper exertion is made at home, and hindrances which are the result of misfortune rather than of fault prevail over such effort, the school must bear with them as society has to do in many ways. School, I repeat, is for education, and it has the same persons to deal with, the same hindrances to meet, the same imperfect conditions to work with, which prevent the full success of law, or benevolence, or religion, in their several domains, and tardiness at school is a frailty or a fault which has to be carried as part of the general load. When it is reduced to a minimum, what remains must be endured.

There remain the many instances in which the pupil alone is in fault. He is careless about starting, loiters by the way, had just as lief be tardy as early. Father and mother both urge him to school when they have time to attend to him, and all family arrangements are in his favor. What is to be done with a pupil tardy by his sole fault? He must be dealt with as a delinquent; this is a clear case of discipline, and discipline as severe as for any school offense. There may be two causes of tardiness and two modes of discipline. Though the two latter may both result in one last resort. (A). The child may not like to come to school at all. Books and lessons have no attractions, and the spirit of emulation makes no appeal; the good will of the teacher, the coaxing of parents, the example of other boys and girls go for nothing; school is insufferably dull. This, in varying degree, and with uncertain constancy, is "what is the matter" with many. They have no love for learning and aspire to be in the shops or the stores, or to waste their time in the streets and woods. They would not go to school at all if they could help it, but being sent by parents, they come as near to not going as they dare, and are tardy as often and as long as they dare. The teacher who can make these love school has conquered their habit of tardiness, and shows herself called of more than a district trustee or an empty purse. This is the point to aim at, by personal interest and influence to arouse the pupil's ambition and make him like school. Has he some attraction however feeble and at a long distance, toward learning? Discover it, if you can, O teacher, and bring the two a little nearer together. Is he open to any appeal to be like other children, to show that he can learn as well as they if he will, to please his parents, to please you who have shown yourself to be his real friend? Urge that appeal firmly though gently, and never let go one line of power over him you may in any way attain. If neither of these, and you cannot by an attractive book, or by the beguiling force of lessons out of doors, win him to the beginnings of a liking for lessons in doors, try a little moral compulsion of another sort. Do not ridicule him, but show him without altogether sparing his feelings, that ignorance, such ignorance as his when he has a chance to learn, is a discredit, is a shame, is wicked. Bear on harder and harder; reprove, rebuke, exhort, before you give him up. Try by every endeavor and every device known to your ingenuity to make him love learning well enough to come to school and behave himself. That is the great panacea for tardiness, absence, and disorder; we work at tardiness too much as tardiness and too little as a symptom of something worse; we try to cure the symptom which shows the disease, rather than the disease itself. Punishment may, perhaps, follow these efforts, but as a rule this kind of demon does not go forth by punishment.

I should hesitate to prescribe to the young teacher any particular mode of punishment, or the point at which it should begin. Punishment is never a matter of exact prescription, and while I believe in it, in corporal punishment, I could not give a rule for inflicting it except this: punish when other resources have failed and you have good reason to think it will do good. For tardiness from the cause I am now discussing, it will seldom do good; it may, possibly, in rare instances.

(B). The child may like school well enough, but he is careless about being punctual if anything attracts him in another direction. He does not mean to be tardy, for he does not want to shirk any lesson, but thinks he has time to go anywhere else first, or enjoys a game or a ramble on the way so keenly that he forgets or does not think of school. He knows that father and mother will not uphold him in his careless tardiness, but runs the risk of their displeasure and loiters by the way; he likes other things as well as he likes school. Here is a want of thought to contend with, a lack of a definite purpose so strong as to overcome all temptations offering themselves or offered, as he is coming. These are not hopeless cases; a note to parents informing them of every instance of tardiness, a careful inquiry into the particular temptation which caused this morning's tardiness, and a sincere and straightforward showing that a pupil ought not to be late at school for such a reason, an

honest commendation of any who have resisted such temptation, a point made before the whole school, bringing in all the circumstances but not necessarily mentioning names, such penalty as will make the pupil think that it would have been easier and personally more pleasant to be punctual, punishment designed not for retribution but for reformation, such as sitting on a bench reserved for tardy ones, a solitary recess, some manual labor like bringing in the wood for the day, any thing that shall be inconvenient enough to call attention sharply to the fault but shall not bring personal disgrace or make lessons hateful; these with other expedients may gradually check the careless habit. Sometimes as in the other case, it may be necessary to resort to more severe means,—even to punishment that will be felt, if milder means fail; the rod may be needed, but not till other resources of an active teacher fail, and the careless habit seems in danger of becoming fixed and must be arrested by almost any sharp remedy.

ASTRONOMICAL GEOGRAPHY.—I.

Prof. L. F. M. EASTERDAY, Carthage College, Illinois.

A DISCUSSION of the form, magnitude, and motions of the earth, and the peculiar phenomena which result from these motions, and of the imaginary lines which constitute the skeleton of all geographical maps and charts, may, with much propriety, be entitled *Astronomical Geography*. Without thorough knowledge of these subjects, no one can legitimately lay claim to respectable proficiency in the subject of geography, neither can he hope, with any success, "to model heaven, and to calculate the stars."

Fluently to "trace rivers from source to mouth," and to locate towns and cities, is not all of geography; nor is it all of astronomy, to "trace the constellations," and to separate the greater bear from the less, by the skillful interposition of the dragon's tail.

The idea that the earth sublimely rests upon the back of a huge turtle, or upon the broad shoulders of old Atlas, is, in these latter days, ridiculed by too many who are as totally incapable of giving a reason with which to substantiate the more modern theory, as they are to furnish evidence that Atlas is incapable of performing the responsible duty so long ago assigned to him.

It has seemed to me that these fundamental principles do not, ordinarily, receive due attention in our educational institutions. Because of this belief, it has been my pleasure, for some years past, to deliver a short series of classroom lectures upon the subject mentioned, near the close of each scholastic year, to the students of the institution in which I am called to "figure." It is simply the gist of these informal lectures that I would, in these papers, briefly present.

THE NATURAL FORM OF A BODY AT REST IN SPACE.

If a mass of matter having irregular shape should be at rest in space, and uninfluenced by any external force, it would, by degrees, assume the form of a perfect sphere. The argument by which this is made apparent, involves the use of the principle in mechanics known as the parallelogram of forces. This principle is easily appreciated, and it is a magic key of great usefulness in scientific investigation.

Conceive of a cut representing a mass of matter irregular in form. Let c represent the centre of gravity of this mass, and let a represent any particle of matter at any point of its surface. Now, representing the attraction of the whole mass, as it is exerted upon this particle, by a short line ba , directed toward the point c , and resolving this into two forces—one, bd , parallel to that tangent to the surface at a which most nearly coincides with the direction from a to c , and the other, be , perpendicular to this tangent, we have in bd a perfect representative of the intensity of the force by which the particle is urged onward toward a point in the surface, which is nearer the point c , than is any adjacent point. It is plain that, ba remaining the same in length, bd will depend, for its length, upon the inclination of the tangent at a to a line drawn from a to c . This tangential force upon the particle at a , represented by bd , will then, in time, grow less and less; but it will be nothing only when the tangent at a is, in all cases, precisely perpendicular to a line drawn from a to c . Such condition being peculiar to the sphere, the proposition is proved.

THE SIGNIFICANCE OF THE TERMS UPWARD AND DOWNWARD.

In conceiving of boundless, unoccupied space, it is very difficult to avoid considering a particular direction in this space an upward direction, and the opposite a downward direction. That these terms would, in such case, be perfectly meaningless, should be fully appreciated. The existence of an attracting mass must be conceived of before these opposite terms can possess their usual significance. The direction in which such attracting body tends

to urge any external matter is called *downward*; the opposite direction is called *upward*. It is clear, then, that to an observer upon the surface of any spherical body in space, a straight line directed upward and downward, and sufficiently extended, would pass through the center of the body. Such a line is said to be vertical. It is also evident that, however completely covered with observers the spherical body may be, no two of them would agree as to a precise upward direction. Each would have his own, peculiar upward, and the downward directions of all, constantly converging, would meet at the center of the body. With whatsoever emphasis any one would insist upon the universal adoption of his own idea of the direction to be regarded as upward, with precisely equal emphasis would the observer located diametrically opposite to him insist upon the adoption of a precisely opposite direction as upward. If, then, an attempt should be made to discover the exact point on the surface of the body, which must needs be placed in contact with the back of the unhappy turtle selected to bear the burden, each member of the investigating committee, wheresoever he might roam, would, at all times, painfully fancy himself to be upon the very summit of the body, and, therefore, the furthest possible distance from the unapproachable object of his search.

THE FORM OF THE EARTH.

Besides the general argument bearing upon the form naturally assumed by isolated bodies in space, and which has been previously presented, there are special and striking evidences that "the earth is round like a ball." Only two of these will here be noticed, both of them being familiar to many, and either of them being in itself conclusive.

1. A vessel sailing directly from an observer upon shore is seen gradually to disappear beneath the apparent surface of the water; first the hull, and finally the top of the mast. In case of a vessel approaching the observer, the top of the mast first seems to pierce through the surface of the water, and the ship gradually to grow through it, until the whole body is clearly in view. The phenomenon is discovered to be the same whatever position the observer may have upon the surface of the earth, and in whatever direction he may be from the vessel. The supposition that the earth is spherical is the only means by which to account for this peculiar phenomenon.

2. Upon whatsoever part of the surface of the earth the rays of the sun may at any time be falling vertically, the shadow cast by the earth, and reaching out into space directly from the sun, is found to have the form of a cone, a section of this shadow, which is perpendicular to its axis, always being circular. Of this, the myriads who, under all circumstances as to place of observation and position of the moon, have gazed upon the interesting and awe-inspiring phenomenon of the lunar eclipse in all past ages, furnish overwhelming testimony.

READING.

I. N. BRAINERD, Flint, Mich.

GOOD reading must include distinct articulation and good expression. Doubtless most teachers have found it difficult to teach both of these elements of good reading at the same time. I have a method for accomplishing these objects, which I have never seen used by more than one other teacher. If to other teachers the method seem to possess any merit, I hope they will give it a trial, and report.

Once a week I have what I call "match reading," devoted mostly to distinctness and accuracy of utterance. The other four days of the week are devoted to the oratory of reading, and to the utterance. At the usual, or at some appointed and definitely understood time, each Friday, I appoint two readers to act as chiefs. They come forward to the recitation benches, and choose their own readers in the following described manner: I take any book, tell them the number of pages that it contains, open it at random, and ask each one to guess at the number of the left hand page. The one who guesses the nearer to the number of the page has the first choice of the readers. They then alternate in choosing readers until all have been called to the class. The first chance at reading is determined in the same way as the first choice of readers. The class then turn to the piece which was previously selected and studied, and the successful chief begins to read, giving page, lesson, and subject. The strife between the two parties now is to see which can complete reading the piece first. Any mispronunciation (particularly of those *a*'s and *o*'s which so few people ever speak correctly), repeating, omitting, supplying words, or any other mistake, is promptly corrected by the teacher, and the student takes his seat. The next chief then begins just where the first one did, and reads until he makes a mistake, when the reader who was first chosen upon the other side begins with the word first succeeding the one missed by

his leader and corrected by the teacher. The reading is continued in this manner until the assigned lesson is completed by one party of readers. The party which first completes reading the piece beats."

In this method, students *must* not be allowed to criticise, nor to demur against the criticisms made by the teacher. When taught in this way, students habituate themselves to accurate speaking quicker than by any other method with which I am familiar. Students, like to read in this way, and will ask to stay after school to read. I have often staid half an hour, and sometimes a whole hour after school to hear my students read in this way, at their request. The exercise may be varied by letting one student read against the remainder of the class.

BOOK CRITICISMS.

Prof. A. EARTHMAN, State Normal School, River Falls, Wis.

TO criticise books is, at once, a very easy and a very difficult task; the former, when a commendatory notice is expected in return for the gift of a new work; the latter, when the critic is desirous of stating the merits or demerits of a book, justly and fearlessly. The publishers and their agents, in sending out, gratuitously, specimen copies, expect that the recipients will "write out their opinion," which, translated into English, means write a note lauding the book, and advising every teacher to introduce it at once. Teachers, like other people, indulge in flattery; and, rather than incur the ill-will of publishers, and wishing to please the agent with whom they are well acquainted, and, further, remembering that it is not well to "look a gift horse in the mouth," they give the new book a superficial examination, look at the pictures, admire the excellent binding, and write out their private opinion, which, however, they expect to see in some circular or educational publication. (It is such a cheap way of being made famous, you know).

Thus, many serious blunders—blunders which teachers have criticised time and again before their classes—are allowed to be perpetuated. Especially are definitions open to serious objections. Now, every teacher will admit what our friend North demonstrated at Eau Claire, that it is the easiest, and at the same time, the most difficult thing in the world to make a definition; but it seems that some of our text-book authors study the art of not saying what ought to be said.

And the English our authors use! Witness the following from a late geography: "The equator is an imaginary circle around the earth, midway between each pole;" "The ocean is the great continuous body of salt water surrounding the globe, and covering three-fourths of its surface;" "A watershed is a ridge which divides two streams;" "The earth's surface is divided into land and water." And this from a "Rambler Among Words!"

Then, the consistency of authors in their treatment of topics! In the discussion of items under the head of Mathematical Geography, they stick so closely to mathematical principles! To illustrate: "The circles of the earth are lines imagined to be drawn on its surface;" "A great circle is one that divides the earth into two equal parts;" "The equator divides the earth into a Northern and a Southern Hemisphere."

What teacher has n't met with these and similar expressions? Just why a circle should be a line in geography and a plane in mathematics does n't appear. And just how a line can divide a solid, may be a mystery to the unsophisticated.

"East is where the sun rises." It must be so, for every text-book says so. Let the reader point to the rising sun at this season of the year, and verify the above statement—if he can.

"The earth is round;" "The earth turns around on itself;" "The earth is flattened;" "The more directly the sun's rays fall, the warmer it is;" "Zones are belts."

Text-books on geography abound in expressions like these; expressions either wrong in themselves, or leading to wrong conclusions. Still many shining lights in the profession go into ecstasies over these very books, *i. e.*, if their "recommendations" express their sentiments, which, of course, they do.

Can't we have a little truth-telling about text-books?

LAKE ITASCA.

MISS ALICE M. GUERNSEY, State Normal School, St. Cloud, Minn.

FATHER BOUTWELL, an aged missionary of the Presbyterian Church, now residing in Stillwater, Minnesota, gives the following account of the origin of the name Itasca:

In 1832, in company with Mr. Schoolcraft, Dr. Houghton, and a party of

soldiers under the command of a lieutenant, he started in a barge from Sault St. Marie, to visit the Indian tribes along the head waters of the Mississippi. Mr. Boutwell was sent by the American Board to visit these tribes with a view to missionary effort among them, and the rest were under government direction. At this time, the Indians of this region were accustomed to assemble yearly at Lake Huron, to receive from the English, flags, medals, and broadcloth with which they decorated their hair, tearing it into strips of about two inches in width. It was the policy of the United States government to replace these with American flags and medals, thereby hoping to secure their allegiance. Mr. Schoolcraft was sent to accomplish this object, and Dr. Houghton had in special charge the vaccination of the native tribes.

When they reached Fond du Lac, on Lake Superior, they left the barge and proceeded in a bark canoe thirty feet long, and paddled by nine picked men, by water and portages, to the Mississippi. The portages varied in length from three to twelve miles. Once they landed in a tamarack swamp, which they had to traverse for two miles before coming to solid ground; then followed a portage of seven miles, which brought them to the Mississippi. When they reached Red Cedar Lake, the large canoe was exchanged for several smaller ones, each carrying a bowman, steersman, and passenger, with blankets and other baggage. The party numbered thirty-five. They reached the lake the latter part of June, having left Sault St. Marie on the tenth of that month. They found the river so narrow at the outlet of the lake that a man could stand across it with one foot on each bank.

One day, while cruising along the shores, Mr. Schoolcraft, who was thoroughly conversant with the Indian language, said to Mr. Boutwell, "You are a classical scholar. Can't you give me some Latin or Greek word that means true source?"

"I can give you no one word," was the reply; "but I can give you two, and if you are enough of an Indian, as I think you are, you can form a name from them by syncopation, elision, and union, as they do." So he gave him *veritas caput*. Mr. Schoolcraft pondered a while, and then exclaimed: "I've got it! I've got it! I'll take the last two syllables of *veritas*, and the first syllable of *caput*, and call this Lake Itasca!"

The East.

[In order that the WEEKLY may truly represent the educational interests of the East as well as the West, an office has been opened at 34 Oxford street, Lynn, Mass., to be conducted by Prof. Edward Johnson, to whom all correspondence from the Eastern States should be addressed.]

INDUSTRIAL EDUCATION.

"IT is an ill wind that blows nobody good," consequently the depression of our commerce and industries, which has lasted for several years, has done a vast deal of good in making us sober and thoughtful, in checking our national and individual extravagance, and compelling us to study the causes of our business depression, but above all has it cleared our eyes of false opinions and prejudices, and made us look closely, to find the means and conditions necessary to revive our industries, on which our prosperity as a people mainly depends.

We see everywhere the signs of an earnest intention to put the shoulder to the wheel in this respect, and we do not doubt from the eminently practical sense of our people, that good results will follow. One of the most important practical movements we have seen lately was the recent action by the Boston Board of Trade in taking up the subject of Industrial Education, and appointing a committee to investigate upon its importance to the industrial and commercial interests of the state.

The discussion, which was participated in by some of the best educational men of the state, as well as by leading merchants and manufacturers, showed that there is still a most unsatisfactory state of educational appliances of a practical, industrial character, in Massachusetts, and that there is a necessity of something more being done immediately to improve the quality of the industrial products of the state through superior workmanship, as the only way to increase the product of the manufacturing and mechanical industries. It was shown that this improvement could be effected only by educational means, and that to this end the manufacturers and educators must clasp hands. Judging from the eminent character of the men interested in it we do not hesitate to predict the most far-reaching beneficial results from this movement.

Massachusetts is leading the van in the matter of practical education in this country, and it behooves every state to study well her steps, for her people are not given to sentimentality in their methods of education or their business matters, and if after all that has been done in Massachusetts within the last

few years to promote industrial education, there is need of more attention being paid to the subject, what shall be said for our Western States, where but little is yet being done in this direction?

Industrial education means the introduction of the study of drawing, elementary chemistry, and physics, as broadly as possible into public schools, and the sooner our boards of education recognize that these are not ornamental studies, but that they have a direct, practical bearing upon nearly all the avocations of adult life, the better will it be not only for the pupils of the schools, but for all those general interest of the state, which are becoming every year more identified with the success of industrial enterprises.

Practical Hints and Exercises.

Editor, Mrs. KATE B. FORD, Kalamazoo, Mich.

THE TEACHER AS A STUDENT.

THE teachers at the present day are few, doubtless, who go unprepared to their classes. The number of daily recitations, the previous experience of the teacher, and more than anything else the *determination* decides whether he shall be entirely independent of the text-book, or whether it shall be in any way an assistant while the class are being listened to and criticized. Our best teachers are at the same time students—at first, mainly of the text-books pursued, but added years of experience should add wider knowledge and broader culture in every way. The college professor studies, but not the prescribed "eight pages" or "hundred lines." Something is continually coming up that requires investigation. The mental, far more than the material world, contains Nile sources and open Polar seas, in reserve of the zealous and persevering; and why shall there not be many successful explorers? But we are well aware that the original investigators are few. The rank and file are commonplace mortals, ordinary men and women, who walk their modest rounds of duty in the usual way, without attempting very great things; and, in many cases, good sense is displayed in not attempting what would surely result in failure. We are glad to believe, however, that there are possessors of few talents, possibly those of only one talent, who are constantly acting on the resolve that by careful economy and judicious investment they will double, and perhaps quadruple, what has been given into their charge; and to such I would offer these suggestions.

Now, better than at any other time of the year, may be pursued a few studies closely related to subjects with which the teacher has more or less to do. Perhaps general history has fallen to one who is conscious of meager knowledge in that field. The past year the class work has been almost entirely from the one book in hand. Duties have pressed; there has been a tolerable degree of interest and improvement;—but the teacher has felt how little in advance of his class he has walked. Something must be done; and may we advise what? It is not a poor plan to read another author on the same topic, a work containing more of detail; but kindred works that do not follow the same general outline are what he needs. A memory of the order of events, of the chronology of history, names of people and places, are only the skeletons of the study. The philosophy of history is the living principle pervading the entire system, without which the structure is dead and of little worth. The study of the framework and the thousands of distinct years added to complete the body, discover to us the wonderful mechanism of the builder; but we want more. Let us then plan our summer reading with reference to our needs. And by reading we mean more than a hasty passage from page to page. Slow, careful perusal should be followed by a gleaning, and the results be not alone the penciled gems in a commonplace book.

Then, to begin, a work on general history, if you desire it, to commence the course. Or, omit it, and take at once, say, Froude's "Short Studies on Great Subjects." Follow this, in such succession as you please, with White's "Eighteen Christian Centuries," Quick's "Essays on Educational Reformers," Mason's "Life and Times of Milton," and Irving's "Life of Washington." The teacher of botany and zoölogy, in a similar way, would find such works profitable as Wood's "Homes without Hands," "The Infinitely Great and the Infinitely Little," Stevenson's "Boys and Girls in Biology," Brown's "Trees of America," in part, Breck's "New Book of Flowers," and one of the many good books on practical floriculture. For the teacher of English language, Dean Trench's entertaining little books, Matthew's "Words: Their Uses and Abuses," Grant White's book on the same topic; and Swinton's "Rambles among Words." For all teachers there will be found pleasure and profit in the perusal of Hailman's "History of Pedagogy," Nordhoff's "Politics for Young Americans," and similar writings having intimate relation to the pro-

fession of the educator or to the government and institutions of our own country. All along these vacation weeks we can find time, too, for the rest that comes from the humorous and a few well chosen works of fiction. Mark Twain's "Innocents Abroad" is excellent in daily doses. Charles Dudley Warner's "In the Levant," we have found entertaining in the extreme. One each of the many good books on Russia and on Turkey, to give us clearer views of passing events, and we have all that we can do for several weeks to come.

PERCENTAGE—HOW TO TEACH IT.

LEROY E. LANDES, Carroll, Ind.

TO teach the subject of Percentage and all its applications effectually, many find to be an irksome task. To get the young idea to grasp it and apply readily, especially the practical business part of it, can not be accomplished in a day. Having so many rules for the various cases is perplexing. Can't we avoid these? Rule for solving problems in all cases: "Let 100 per cent equal base, then reason from one to many per cent, or from many to one per cent, or both."

CASE I.

PROBLEM:—What is 5 per cent of \$1,200?

Formula:—Per cent = $B \times RP$.

Solution:—Let 100 per cent = \$1,200, base.

Let 1 per cent = $\frac{1}{100}$ of \$1,200 = \$12, of base.

Let 5 per cent = $5 \times \$12 = \60 , per cent.—Ans.

Second Formula:—Am't = $B + PC$.

PROBLEM:—A man having 120 sheep, increased his flock 5 per cent; how many did he then have?

First Formula:—PC = $B \times RP$.

Solution:—Let 100 per cent = 120 sheep, base.

Let 1 per cent = $\frac{1}{100}$ of 120 sheep = 1.2 sheep.

Let 5 per cent = 5×1.2 sheep = 6 sheep.

Second Formula:—Am't = $B + PC$.

Solution:—120 sheep (base) + 6 sheep (per cent) = 126 sheep, number after 5 per cent increase.

To find the difference, we subtract the per cent from the base, in lieu of adding.

CASE II.

The B and PC given to find RPC.

PROBLEM:—What per cent of 125 is 25?

Formula:—R per cent = per cent \div base.

Solution:—Let 100 per cent = 125, base.

Let 1 per cent = $\frac{1}{100}$ of 125 = 1.25 of base.

25, the percentage, $\div 1.25$, 1 per cent of base, = 20 per cent.—Ans.

PRACTICAL GEOGRAPHY.

NO better opportunity is likely to be presented in the lifetime of any teacher now teaching, for the practical and most interesting study of the relations of earth and man. The mighty empire of Russia, whose northern boundary stretches across nearly half the longitude of the globe, embraces a vast variety of climates, soils, and other physical characteristics; and so a vast variety of peoples, religions, manners and customs, foods, and the rest. Turkey also offers many most interesting problems in earth knowledge; as the physical geography of Montenegro, in its relation to the free spirit and personal marks of her mountaineers, and the remarkable persistence with which the little tract has for centuries maintained its independence, against all the power that the Ottoman has been able to hurl against her rock-bound hills. By all means look up some of these matters during the vacation.

Here are some recent statistics taken from a very high authority, Behm & Wagner's Almanac—probably the most accurate ever given,—with which teachers should at once correct their geographies for future teaching. Now that public attention is so closely directed to the struggle in the East, many of these figures possess unwonted value. They represent the population of the several European countries: Russia, 71,730,980; Turkey (in Europe), 8,500,000; Austro-Hungary, 37,700,000; Germany, 42,723,242; France, 36,102,921; Great Britain, 33,450,000; Italy, 27,482,174; Spain, 16,557,647; Belgium, 5,336,634; Roumania, 5,073,000; Sweden, 4,883,291; Norway, 1,802,882; Netherlands, 3,809,527; Denmark, 1,903,000; Portugal, 4,298,881; Switzerland, 2,569,147; Greece, 1,457,894; Servia, 1,377,068; Luxemburg, 205,158; Montenegro, 190,000; Andorra, 12,000; San Marino, 7,816; Monaco, 5,741.

Kindergarten Department.

MOVEMENT GAMES IN THE KINDERGARTEN—WHAT DO THEY COMPREHEND?*

AFTER long and close observation and study into the human heart of the child, Frederick Fröbel discovered and demands that:

1. The child's instinct and love for play or activity shall be intelligently responded to.
2. His love for digging and cultivating the ground.
3. The instinct of invention, or love for producing.
4. His rhythmical instinct, or love for music.
5. His curiosity or desire for investigation and knowledge.
6. His social instinct, the pleasure he takes in the society of those of his own age.

Physical development can only be attained by exercise, by motion. The same love holds good with spiritual growth. The child plays with its limbs before it knows anything. It is then that Fröbel offers mothers his nursery melodies and plays to assist them, in not only pleasing but unfolding their little treasure in every way. The six soft balls of various colors are to be then introduced with a view of not only providing gentle and pleasing gymnastics for the infant, but also to divert and educate—not weary it.

The ball has ever been a favorite toy, and the earliest used in childhood. It is also the last relinquished in manhood. The ball is the primitive point of departure for all other forms; it is the symbol or emblem of life and motion, and its various movements give the child great delight. It stands to reason that lessons given with such delightful material, and in accordance with Fröbel's thoughtful advice, are not only harmless, but of very great value to the well-being of the child. He invites the earnest attention of mothers to the importance of early education and the rightful awakening of the child's mind to the world around them. Well directed play is to the child what sun and fresh air are to plants. It unconsciously unfolds and satisfies them. Fröbel's system of education begins with play. His Mother and Kose (caressing) songs, his simple ball plays, show how education and bodily development should proceed in infancy. His system is no mechanical process; it is spontaneous, full of life, varied, yet not lawless, or left to caprice or accident.

The natural love of play is to be systematized in a measure. Fröbel's educational efforts turn play to work, and later turn play-work to real work. He follows nature truly, giving opportunity for every inborn faculty to develop in proportion to individual capacity and strength.

Adults look upon play as a busy idleness. Instead, it is the effort of souls preparing for the realities of life.

Children in their weakness are not fitted to do our work, but they get ready to do it by doing their own work. Play is nothing less than work, if measured by the energy and heart force they put into it. If play is rightly guided, the child may acquire habits of perseverance, industry, order, regularity, and punctuality with it. The true nature of things reveals itself to him in a clear manner, exactly adapted to his intelligence. A genuine child always plays, and the most playful child gives promise of becoming the most active, industrious citizen.

If play, then, means so much, is it not worth while to guide and direct it? Plato recognizes the important influence of play upon character when he says: "From their earliest years the plays of children ought to be subject to certain laws, for if their plays and those who participate in them are arbitrary and lawless, their growing to be virtuous and law-abiding men and women is doubtful; if children on the contrary are early trained to submit to laws in their plays, the love for these laws enters into their souls with the music accompanying them, and serves to further their education." We cannot have too high an estimate of the significance of play, nor too great a concern as to what and how children shall play. In the kindergarten the opportunity offers to make of them what we will. We will only speak particularly now of those instincts in the child which are gratified with the movement games. One of these is his social instinct. A very young child can be hushed by a word, the appearance of the mother or other dear friend. The child particularly enjoys the society of those of his own age. This will be recognized by all who have any experience with children. It is well for those who would wish to win the love of children to keep a young heart within them. A few words of advice may be acceptable to those who are about to engage in becoming teachers of the very young.

1. In order to become acquainted with a little child, avoid a full meeting of its eyes with your eyes; the child will be seen to make a satisfactory inspection of your eyes at its leisure; but no progress is made, so long as you are also examining his eyes. You are the questionable party—not the child.

2. Let the child have time and opportunity to satisfy himself that you are a suitable person to become acquainted with. After that you will need to make no further advances. The child's curiosity and native social disposition may be trusted to bring him all the way to you.

3. If you hold out allurements to the child, do not appear to care, if they attract or not.

The foundation stone for all success with children is a perfect love for them. No heart can afford to lose that influence called the might of gentleness. If any one would feel it deeply, let him investigate the beautiful philosophy of play, as developed by the founder of the kindergarten. It will surely aid in making truer men and women of all that study into it.

Mothers experience a time when they must exclaim; "What shall be done with our little ones to keep them out of bad company, yet we cannot deprive them of pleasure!" Fröbel's plan is to encourage the friendship of children, and make children themselves instrumental in educating each other. He avers that it is impossible to educate a child in a perfect manner, while it is separated from other children by conventional rank or circumstances. He observed his loneliness when surrounded by adults only, and where sympathy is only assumed for his play, rather than felt; and, noticing the delight he experienced in the company of those of his own age, he went to work to form little societies of these congenial companions, where they should play in such a way as to combine instruction with pleasure. There they are to learn to respect each other, deny, or subordinate themselves, to be just and true; in a word, to coöperate harmoniously for useful purposes in miniature communities.

Children must be trained, in order that they may fulfill the duties which will devolve upon them as citizens of a republic, entailing great social responsibilities. Self-activity, self-responsibility, self-denial, cultivated for the sake of the general welfare, will be sure to produce more of a living result than any amount of book instruction. Fröbel would have the kindergarten teacher follow a systematically arranged course of action in plays with the children, without injuring their own free and creative powers. It can be observed at once by the manner in which the child joins in the play of others, if he has enjoyed the right kind of thoughtful unfolding at home. The most lively and stirring emotions of pleasure will be evinced; he will forget himself entirely in the earnestness of play; his voice will rise; he will fairly shout with delight. To prevent any wild excitement, the kindergarten system introduces music and songs with their plays. To lead children to a ready comprehension of truth and of themselves, symbolic action is needed. Gestures have the deepest meaning for childhood.

The kindergarten movement plays, in which a company of children are representing some fancy lying at the foundation of a play, and which they act out or dramatize, as it were, satisfies their imagination, and gives them at the same time the needful recreation and physical exercise. Fröbel's movement plays have this end in view, and in these little dramas the children's thoughts become objective to them. The child's soul unconsciously seeks for the meaning of all appearances surrounding it, but needs guidance to be able to discriminate truthfully. They cannot be made to gain this understanding by words wholly, but rather by action connected with words, and especially their own actions.

(Concluded next week.)

Reviews.

Devoirs D'écoliers Américains Recueillis à L'exposition de Philadelphie, 1876. Par F. Buisson, Président de la Commission Scolaire déléguée à Philadelphie par le Ministère de l'instruction publique, etc., etc.—Through the courtesy of M. Buisson, this interesting volume, largely made up of the actual work of American schools, has been laid upon our table. It is a highly instructive book as an index of practical school work, and must be regarded as a high compliment to the character of our educational work. It is divided into four parts corresponding to the primary, grammar, high, and normal schools, and embraces specimens of the work of pupils from six years of age to the adult period of life. Among the subjects embraced in the first part, or primary work, are Lessons on things; Mother Tongue; Arithmetic; Geography; and Designing or Inventive Drawing. In the second part, devoted to the work of grammar schools, we find exercises

* Lecture given to the Normal Class by Miss Susie P. Pollock, Washington, D. C.

in Language, including various styles of composition, History, Geography, Arithmetic, Music, and Drawing. In the high school department there are papers in the higher walks of literature, Fiction, History, Oratory, Poetry, Philosophy, and Politics, with some original Latin and French Compositions, and themes in Mathematics, the Physical and Natural Sciences. Under the head of Normal Schools are papers discussing the Bible question in Public Schools; The History of Education; Principles of Elementary Education; The Discipline and Government of Schools, and kindred professional and other topics. The matter comprised in the volume represents the work of some fifty or sixty towns and cities of the United States, among which Milwaukee occupies the most conspicuous position. We should say at a venture that at least one fourth of the space is filled with the work of the schools of that city. The volume contains over 500 pages, and must be regarded as a kind of accompanying document to M. Buisson's main report, which is yet to appear. The book is printed in the French language, of course, and bears the imprint of Hachette & Co.; Paris, 79 Boulevard Saint-Germain, 1877.

School Inspection—By D. R. Fearon, M. A., Oxon., Assistant Commissioner of Endowed Schools, England. (London: Macmillan & Co. Chicago: Jansen, McClurg & Co.; pp. 93; price, \$1; 1876.)—The system of school inspection in England is so very different from that which prevails throughout this country, that a work written from the English stand-point will necessarily fail to be as serviceable to Americans as one which should regard our own system in treating of methods of inspection, so-called; and yet the philosophy of education must be the same in all countries, and the discussions pertaining to methods must be valuable to teachers here as well as there. In these pages we find much of such discussion, and all this, apart from the detailed instruction or advice to the official inspector, can be read with profit by American teachers. In this country, the principal of a graded school, or the superintendent, performs most of the functions of the English inspector, and would find many useful hints in this work.

Shakespeare's Tragedy of Macbeth—Edited, with Notes, by William J. Rolfe, A. M., with engravings. (New York: Harper & Brothers. Chicago: Jansen, McClurg & Co.; pp. 260; square 16mo; price, 90 cents; 1877.)—This is the sixth volume of those matchless editions of Shakespeare's plays which Mr. Rolfe has undertaken to edit for the use of high schools and private readers. So general has their use become in those schools where a thorough study of Shakespeare is undertaken, that no further testimony is needed of their fitness for such use. Of course, the most important feature of such a work must be the character of the notes made by the editor. In those furnished by Mr. Rolfe it is conceded that he displays not only such knowledge of the play as can be obtained only by a most careful and critical study, but also the taste and judgment which are always characteristic of the literary work of a true scholar. Mr. Rolfe's own experience as a teacher has fitted him to prepare such notes as are most needed by students, and his deep interest in Shakespeare has enabled him to elucidate and explain, with unusual ease and grace, the peculiarities of Shakespeare's style. He does more than explain—he illustrates, by frequent quotations from other writers; and these illustrations serve an important purpose—in stimulating the student to further research and investigation.

A Book for the Beginner in Anglo-Saxon—comprising a Short Grammar and Some Selections from the Gospels. By John Earle, M. A. (London: Macmillan & Co. Chicago: Jansen, McClurg & Co.; pp. 95.)—Anything which contributes, though it be a little, to the growing favor with which the English student is coming to regard "the antique glory of his mother tongue," should be hailed with pleasure, and commended according to its merit. This little "primer" by Prof. Earle is too meager to afford much satisfaction to a student, especially a "beginner," but it presents quite clearly the main features of the old Saxon language, and can be read with profit by such as have a more complete guide.

Annual Report of the Board of Education of the Columbus, O., Public Schools for the year ending August 31, 1876. R. W. Stevenson, Superintendent.

Annual Report of the Board of Education, Dayton, O., for the school year ending August 31, 1876. John Hancock, Superintendent.

We class these two documents as the model school reports of the year, both in respect to literary and professional excellence and to mechanical execution. The discussion of the topics presented is broad, concise, and masterly. As contributions to professional literature, these reports possess a permanent value. As models of style in similar cases, they may be profitably studied, and

as compendiums of information upon the best methods of conducting system of graded schools that shall afford a symmetrical education to the masses, we commend them to the attention of the profession everywhere. We regret that our space does not permit us to specify more particularly the many points of excellence as they have impressed us, but we cannot forbear this general expression of the thorough appreciation with which we have read these valuable reports.

Manual of the Vertebrates of the United States, including the district east of the Mississippi river and north of North Carolina and Tennessee, exclusive of marine species. By David Starr Jordan, M. S., M. D. (Chicago: Jansen, McClurg & Company, 1876.)—This book is one of the results of the increasing demand for scientific instruction in our modern education. Our great public school system is practically answering the question as to "What knowledge is of most worth," by a constant increase of the amount of scientific teaching in the courses of study marked out for the various grades. The best primary schools, even, now devote a liberal share of time to the elements of some of the natural sciences, while the intermediate and higher schools are paying far more respect than formerly to the demands of a practical education for the industrial classes. The book before us is a step in the right direction. It presupposes that a thorough knowledge of any branch of natural history demands that the pupil be brought face to face with its objects.

The mere text-book study of science defeats its own end. To know anything really valuable of the vertebrates, molluscs, radiates, or other subdivisions of the animal kingdom, the student must be brought into actual contact with them. He must subject them to close observation, analysis, comparison, and classification. Otherwise his notions will be almost purely abstract, and will soon disappear. What this book aims to do is to aid the student in the actual examination of the real forms of the various classes, order, genera, and species of vertebrates, and it supplies just the means needed for a successful prosecution of this fascinating study. It gives to collectors and students who are not already specialists a ready means of identifying the families, genera, and species of the vertebrates of the northern and eastern portion of the United States. Having tested the value of this manual in the class room, and in field work, we are prepared to give it a hearty commendation to all students and teachers who prefer the substance to the shadow of things in the prosecution of their researches in the domain of natural history.

PAMPHLETS RECEIVED.

Catalogue of Cornell College, Mount Vernon, Iowa, 1876-77. Rev. Wm. F. King, D. D., President.

Catalogue and Circular of the Illinois Industrial University, 1876-77. John M. Gregory, Regent.

Catalogue of Phillips Academy, Andover, Mass., June, 1877. Cecil F. P. Bancroft, Ph. D., Principal.

Catalogue and Circular of the State Normal School at Providence, R. I. J. C. Greenough, A. M., Principal.

Ninth Annual Report of the Principal of the Peoria County Normal School, Ill. S. H. White, Principal.

Catalogue of the State Normal School at Platteville, Wis., for the school year 1876-77. E. A. Charlton, A. M., President.

Third Annual Report of the Trustees of the Lake View High School, year ending June, 1877. Lake View, Ill. A. F. Nightingale, Principal.

Annual Catalogue of Wesleyan Academy, Wilbraham, Mass., 1876, and Circular for the year 1877. Rev. Nathaniel Fellows, A. M., Principal.

First Annual Catalogue of the Collegiate Institute, Sedalia, Mo., 1877. J. B. Van Petten, A. M., and E. R. Booth, A. B., Associate Principals.

Catalogue of the Officers and Students of Carthage College, Carthage, Ill. for the Collegiate year 1876-77. Rev. D. L. Tressler, A. M., Ph. D., President.

The First Annual Catalogue of the Young Ladies' College, Highland Hall, Highland Park, Ill., for the year 1876-77. Edward P. Weston, A. M., President.

Introduction to the Teaching of Living Languages Without Grammar or Dictionary, by L. Sauveur, Ph. D., LL.D. Boston: Schenckhof & Moeller; Lee & Shepard.

Report from Mr. Andrews, minister resident of the United States at Stockholm, on Pauperism and Poor-Laws in Sweden and Norway. Reprinted from "Foreign Relations of the United States;" 1876.

Catalogue of the Officers and Students of the Northwestern State Normal School, Twelfth District, Pa., for the year 1876-77, and Circular for the year 1877-78. Edinboro, Erie County, Pa. J. A. Cooper, A. M., Principal.

The School Law of the State of Colorado, with Notes and Forms for School Officers, together with Extract of the Law Concerning School Lands, and a Résumé of the Laws Pertaining to the Agricultural College and State University; 1877. Jos. C. Shattuck, Superintendent of Public Instruction.

THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

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California: JEANNE C. CARR, Deputy State Supt. Public Inst., Sacramento.

Colorado: Hon. J. C. SHATTUCK, State Supt. Public Instruction, Denver.

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Dakota: W. M. BRISTOLL, Supt. Public Schools, Yankton.

Ohio: R. W. STEVENSON, Supt. Public Schools, Columbus.

Nebraska: Prof. C. B. PALMER, State University, Lincoln.

Educational News—Home and Foreign: HENRY A. FORD, Kalamazoo, Michigan.

CHICAGO, JULY 12, 1877.

Iowa.

THE State Normal Institute met at Des Moines, Monday, Jan. 25th. Superintendent von Coëlln delivered the following

ADDRESS OF WELCOME.

With increased facilities for travel, it is becoming more and more common to gather the representatives of different interests in conventions and associations. You, the educators and guardians of education, meet at this time to take into consideration the noble work before you, and to devise means and methods to accomplish the best results attainable. The capital city of Iowa welcomes you; the teachers and the citizens of this pleasant city give you the hand of friendship and feel honored by your presence. We all recognize that you represent one of the most vital interests of our commonwealth. We know that love for the work induces you to make the sacrifice involved in your attendance on the meeting.

Whatever others may think of the merit and honor of the positions you occupy as county superintendents and instructors of the young, we, the teachers and intelligent citizens of Des Moines, appreciate that in your hands is placed the destiny of our future citizens; that you can exert an influence in this commonwealth which may raise her above her sister states; that you are desirous of accomplishing all the good it is in your power to accomplish, and we desire to make you feel our appreciation. We believe that none deserve more the encouragement and incitement which a proper recognition of merit can produce.

The prime object of your meeting at this time is the preparation for the normal institutes so successfully established by the Legislature three years ago, under the auspices of my honored predecessor, Col. Abernethy.

Other states recognize that we are in advance of them in this subject. Several of the adjoining states and one or two toward the rising sun, ask for information concerning our mode of doing this desirable work. Educators throughout the land recognize that our country teachers, who remain in the service but two or three years at the most, cannot afford to spend a year or two in a normal school, and if we are to have progress in this class of teachers, it must come from these short training schools.

How to do this work most effectually you have met to consider, and we feel assured that great good will come from the interchange of opinions. Many of the county superintendents of the state meet here in county superintendents' convention, to consult how to make their work more effective. They expect to learn from intercourse with one another how to make their visits to schools productive of the most good, and how to determine the qualification of teachers to secure the best services to the state. Questions of contemplated legislation will be discussed, and we may hope that wise counsels will prevail, so that this office may become such a necessity to the people, and the officers be put in a position at once recognized and respected.

The principals and superintendents of our city schools have their interests and come to consult about them. Our great difficulty in our school work has been to arrive at some degree of uniformity in the working of our town schools, and of some definite relation to the University, and other institutions of learning. I believe that we have reached a point where something tangible may be reached, and I feel that our meeting here will result in good. As in all our former meetings, we hope to have good-will and peaceful discussion prevail. Differences of opinion only lead to reach the best results. Discussion may be earnest without bitterness, and, from our experience in teachers' gatherings, we doubt not that peace and harmony will characterize our meetings.

This evening's sociable we, the teachers and educators of Des Moines, prepared for you, to give us all an opportunity to become acquainted with one another at the very beginning of our session, and thus aid a more genial intercourse of all present.

We hope you will enjoy the evening and the meetings, and consider yourselves welcome to our hospitalities.

LIST OF NORMAL INSTITUTES APPOINTED TO DATE.

County.	Place held.	Date.	W ^{ks} .	County.	Place held.	Date.	W ^{ks} .
Benton,	Vinton,	Aug. 6,	4	Madison,	Winterset,	July 30,	4
Cedar,	Tipton,	July 30,	4	Mahaska,	Oskaloosa,	July 30,	4
Clarke,	Osceola,	Aug. 13,	3	Mills,	Glenwood,	Aug. 6,	3
Clinton,	Clinton,	July 23,	4	Montgomery,	Red Oak,	July 30,	3
Dallas,	Adel,	Aug. 13,	4	Page,	College Springs,	July 30,	4
Davis,	Bloomfield,	Aug. 6,	4	Pottawattamie,	Council Bluffs,	July 30,	4
Decatur,	Leon,	Aug. 6,	4	Poweshiek,	Montezuma,	Aug. 6,	4
Fayette,	West Union,	Aug. 13,	4	Ringgold,	Mt. Airy,	July 30,	4
Greene,	Jefferson,	Aug. 13,	4	Shelby,	Harlan,	Aug. 27,	4
Henry,	Mt. Pleasant,	July 20,	4	Warren,	Indianola,	Aug. 6,	3
Jefferson,	Fairfield,	July 30,	4	Washington,	Washington,	July 30,	4
Jones,	Monticello,	Aug. 13,	2	Wayne,	Corydon,	July 16,	8
Louisia,	Wapello,	July 30,	3				

DES MOINES, July 3, 1877.

C. W. VON COËLLN,
Supt. Public Instruction.

Colorado.

A NOTABLE event in the educational history of Colorado was the graduation of the class of '77 of Denver High School, the first class to receive diplomas in the "Centennial State." The essays and orations rank fairly with those usually heard on such occasions. Denver showed her interest in educational matters by crowding the largest auditorium in the city, and hundreds went away unable to get standing room. Prof. Baker and his assistants of the High School have reason to feel proud of their work and the appreciation of it shown by the patrons of the school. The Commencement exercises were most admirably arranged, showing throughout the handiwork of Supt. Gove, to whom the Denver people owe a debt that cannot be stated in dollars and cents. In presenting the diplomas, Dr. Steele, President of the Board, said: "This region, which we, your parents, were taught to believe a barren, reclaims desert, you, our children, have proved may become one of the centers of civilization." How vividly these words brought back the old maps of our childhood, on which "The Great American Desert" figured so prominently.—The entire corps of teachers in the Denver schools has been re-elected for the coming year. The same is true of Greeley, Evans, Central, Black Hawk, and Colorado Springs, with one or two exceptions. This is well.—At Georgetown and Boulder the principalships are not yet settled upon. Out of the many excellent names the Board at each place can hardly fail of making a good selection.—At Golden, Mr. G. W. Buell is to preside as principal the coming year. Much will be expected of Golden schools under his care.—The schools of Colorado during the past year will compare favorably with those of any of the elder sisters, but there is much yet to be done. In teaching, as in all other departments of life, the workman who is fully satisfied with his achievements will cease to improve. "Brethren, covet the best gifts."—A peculiar question lately came to this office for decision. The last Legislature formed Custer county out of a part of Fremont county. Dr. Hoge, Supt. of schools for Fremont county, lived in that portion which became Custer county; this created a vacancy in Fremont county, to which Mr. O. W. Lucas was appointed, and Dr. Hoge was appointed Supt. of the new county of Custer. In 1876, as Supt. of Fremont county, Dr. Hoge issued a temporary certificate to a lady who applied, between the quarterly examinations. For some reason, she did not teach. This spring, having an opportunity to commence a school in Custer county, before the quarterly examination, the same lady applied to Dr. Hoge, Supt. of Custer county, for a temporary certificate. He declined to give it on the ground that the law forbade him to give two such certificates to the same person. She then applied for a private examination. This was refused on the ground that she was not entitled to it after having received a temporary certificate. The last refusal is clearly wrong. The law forbids county superintendents from giving any but temporary certificates to one without an examination, but does not forbid them to examine any one at any time between their regular examinations—if they (the superintendents) see fit to do so, and after such private examination, the applicant is entitled to the same grade of certificate as if the examination had been the regular quarterly one. A temporary certificate is one given on "satisfactory evidence of competency" without an examination, and only entitles the holder to teach till the next general examination. Hence, while it is entirely in the discretion of a superintendent to grant or refuse a private examination, he cannot refuse it to any one on the ground of illegality. As to the temporary certificate, it is the evident intent of the law to prevent the applicant from receiving two such in the same county. The law deals with official identity rather than personal, and the official identity of the Supt. of Custer county cannot be the same as that of Fremont county last year—though by the peculiar circumstances the personal identity is the same. Hence, we decide that in the case stated, the Supt. had a legal right to give a temporary certificate if he chose to do so. We recommend that neither of these methods be used, save in cases that seem imperative. As far as possible bring all applicants to the level of the general examination.

DENVER, June 29th, 1877.

Dakota.

THE first diplomas bestowed in Dakota Territory were presented to the class of '77, in the Yankton High School, on the 26th of June. The graduates were three in number—two gentlemen, one from the four years classical, and one from the four years academic course, and one lady, from the three years classical course. A crowded audience was in attendance upon the Commencement exercises, which were of a highly creditable character. The Yankton Board of Education have taken steps toward the erection of an

eight-room brick school building of cruciform shape, in the central part of the city. One wing is to be begun immediately, and completed for use during the school year of '77-8. The same board have recently adopted the plan of renting to the pupils in the Yankton schools the text-books used by them, and of supplying school material (and books to such as prefer to own them) at cost. One term's experiences give only favorable results. The total enrollment of the Yankton schools for the school year just ended was 697, being a gain of 71 over the previous year.—The Vermillion Board of Education has been organized one term with D. M. Inman as president, and R. R. Briggs as secretary. Their schools were entrusted to J. W. Huntington, of Iowa, as principal, with two lady assistants, and a successful term's work has just been brought to a close.—The editor of this department solicits educational items from fellow-workers, county superintendents, and teachers of every grade in every part of the territory. He is persuaded that much worth the telling transpires week by week, and is anxious to have Dakota credited without, with the educational progress she is really making. Our local papers are too reticent with reference to the schools.—For the benefit of editors of future editions of Webster and Worcester, the description of the oyster, given by a pupil at a written examination on Morse's Zoology, recently, should be known. It might be utilized as a definition. "The oyster is a very homely animal."

Wisconsin.

CARROLL COLLEGE, with Prof. W. L. Rankin as Principal, sends out a class of fifteen graduates,—seven young ladies and eight young men.—The result of the examination of First Grade pupils in the public schools of Milwaukee for admission to the High School was as follows: First district—seven candidates, average age, sixteen years; Second district—thirteen candidates, average age, fourteen years; Third district—seven candidates, average age, fourteen years; Fourth district—thirteen candidates, average age, sixteen years; Fifth district—four candidates, average age, sixteen years; Sixth district—fourteen candidates, average age, fifteen years; Seventh district—fifteen candidates, average age, sixteen years; Eighth district—four candidates, average age, sixteen years; Ninth district—two candidates, average age, fifteen years; Tenth district—one candidate, age seventeen years; Eleventh district—three candidates, average age, fourteen years; Twelfth district—five candidates, average age, fifteen years; Thirteenth district—five candidates, average age, fifteen years.—Whitewater Normal School graduated eight in the elementary course, and eight in the advanced course. Holding separate graduating exercises for the two classes seems very appropriate.—Eight young men graduated from Milwaukee Academy at its recent anniversary exercises.—The East Side public schools of Jefferson, Prof. Amos Squire, Principal, gave an entertainment at the close of the term, which the *Banner* pronounced a "grand success."—The Beloit High School graduated seventeen scholars. At the Alumni Reunion about two hundred former graduates were present.—Beloit College conferred the degree of B. A. on twenty of the class of 1877, and one of the class of 1876. One member of the class of 1877 hopes to take his degree next year. The *Free Press* says it is the largest class, and one of the best the college has sent out. The Alumni Association provided for a \$20,000 endowment.—Seven scholars graduated from the Darlington High School, of which Prof. Dwight Kinney is the principal.—Eleven scholars graduated from the Academic Department of the Milwaukee High School. There was unusual variety and scope in the essays and orations. Twenty-one graduated from the Normal Department, five of whom, however, did not receive diplomas, being under the required age—eighteen years.—Twelve students received the Bachelor's degree at the recent commencement of Lawrence University. Three received honorary degrees.—A correspondent of the *Janesville Gazette* says of the Commencement exercises of the State University, that they were all of a high order of excellence, and the entertainment as a whole was generally recognized as the best ever listened to on a like occasion, in Madison. There were forty-two candidates for degrees in the various colleges of the Institution.

Illinois.

THE Second Ward School, in Sterling, long successfully managed by Alfred Bayliss, graduated a class of nine this year.—The Ottawa High School graduated twelve young ladies this year. Where are the boys?—Knox College celebrated her thirty-second annual commencement this year, and sent eight more of her children out into the world.—The school building at Oneida was damaged to the extent of a thousand dollars by a recent storm.—J. H. Stickney leaves Altona after five years of very successful work.—A. Harvey will conduct a four weeks' Normal Institute at Paris, beginning July 23d. Mr. Harvey has been employed for the seventh year as Superintendent of the Paris schools. The local press speaks in the highest terms of his work, and his brethren of the craft can echo their words of praise, since they find him always active in promoting the general interests of education.

The teachers of the state have learned with profound regret that Mr. Pickard has, at last, resigned his position as Superintendent of the Chicago schools, and that his resignation has been accepted. For twelve years, if we mistake not, these schools have been under his supervision. During that time, Chicago has become the commercial metropolis of the great Northwest. In all these eventful years, her schools have kept pace with her material prosperity.

It is natural to attribute much of their success to the genius and industry of the man who has put into them the choicest years of his life. But Mr. Pickard has not confined his efforts to the city of Chicago. His sympathies are large and generous, and he has manifested, always, a deep interest in the educational movements of the state. Rarely has he been missing from the State Association, and his words of counsel have been received with merited respect. Under ordinary circumstances, then, his retirement would be accounted a misfortune, while under existing conditions it seems doubly so. The story that is current among the teachers of the state is briefly as follows: It is stated that Mr. Pickard has never been a popular man with the less scrupulous portion of Chicago politicians. We can credit that. It is further stated that this element regarded him as altogether too strong to capture by direct assault, hence the necessity for strategy. Under the plea of introducing new blood into the system, a stranger was to be imported, who should be elected to the office of Assistant Superintendent, a position formerly filled by the lamented Frank Hanford, who, for his assault upon the same ring, paid the penalty of his life. The new man, the story relates, was to be selected for the purpose of stepping into Mr. Pickard's shoes, when, by petty annoyances and insubordination, he should succeed in inducing him to resign, for it was well understood that Mr. Pickard was not a "fighting man." So, Madame Rumor hath it, that in casting about for their instrument, they found one suited to the occasion in the person of Mr. Duane Doty, Superintendent of the Detroit schools. Mr. Doty appears upon the scene and the trouble begins. When it is suggested that this gentleman was not a party to the scheme, it is answered that he was well aware that his friends were not Mr. Pickard's, but were the malcontents of the Board. It is also added that Mr. Doty has, in several instances, in moments of apparent forgetfulness, alluded to himself as the "Superintendent of the Chicago schools." If it be true that Mr. Doty has lent himself to purposes so base, he will find Illinois uncomfortably warm, if any dependence can be placed upon the law of probabilities. Without asserting the truth of current rumors, we have but to say that nothing has yet appeared to discredit them. Mr. Doty is understood to be a candidate for the Superintendency; with what success, our readers will probably know ere another moon shall wane.

L. Kingsbury is to have charge of the Hennepin schools next year.—B. F. Stults is to hold a five weeks' Institute at Fairmount. Session begins July 16th.—The Morris schools, under the supervision of M. Waters, graduated a class of eleven this year. Mr. Waters' address to the class was decidedly unique. Instead of the too common twaddle with which the youthful graduate is inflated, he treated them to some sound sense, of which the following is a sample: "The cold facts to be learned and remembered are these: You are of moderate natural ability; that is, placing you in the youthful ranks that will furnish the men and women of the incoming generation, you are, in school parlance, not above the middle of your class. You are graduating from a second or third class high school, situated in a fourth or fifth class town in the comparatively young state of Illinois. Your teachers may have labored faithfully and even zealously for your improvement, and may have succeeded in teaching you no error; your classmates, your neighbors' children and your playmates from childhood, with like advantages as yourselves, may have been pleasant and easy competitors; but when you come to exchange your hard-worked teacher, who has in thirty minute recitations endeavored to give you a knowledge of mathematics, of language ancient and modern, of English literature, of rhetoric, and of five natural sciences, for a skilled specialist who instructs in but but a single branch; when you are called upon to compete with those who, from natural aptitude, or from the superior advantages of an earlier and methodic training, are far in advance of you, you will be able the more readily to adapt yourselves to your new position, and to think less disparagingly of your former teachers, your opportunities, home, friends, and self, for having placed a just estimate upon them all."

OTHER INSTITUTES.

- JULY 16. Normal Institute, Lincoln, 5 weeks.
- " 16. Macoupin County Normal School, Girard, 6 weeks.
- " 16. Teachers' Institute, Geneva, 3 weeks.
- " 23. Clark County Teachers' Institute, Marshall, 4 weeks.
- " 23. Vermillion County Normal School, Danville, 5 weeks.
- " 30. Teachers' Institute, Delavan, 3 weeks.
- " 30. Knox County Teachers' Drill, Knoxville, 4 weeks.
- " 30. Champaign County Normal School, Champaign, 4 weeks.
- " 30. County Normal Institute, Galva, 3 weeks.
- AUG. 6. Peoria County Teachers' Drill Institute, Elmwood, 4 weeks.
- " 6. Marion County Teachers' Institute, 4 weeks.

Indiana.

THE Sixth Annual Commencement of the Indiana State Normal School, at Terre Haute, occurred on Wednesday, June 20th. The exercises were held in the spacious hall of the Normal building, and were well attended.

The graduates were: Olivia T. Bradshaw, Liverpool, Ohio; Alma F. Boone, Terre Haute; Sarah E. Oasley, Terre Haute; Annie Moore, Nineveh; William B. Woods, Elizaville; A. E. Humke, Laketon; Maria Mitchell, Terre Haute; and Charles F. Bickford, Bradford, Maine. Certificates of graduation were given to the eight members of the class, and diplomas to the class of nine who graduated in 1875. Two years of successful experience in teaching are required of graduates before they are entitled to receive diplomas. The present Faculty of the University consists of the following persons: Wm. A. Jones, A. M., President, and teacher of Didactics; Mary A. Bruce, teacher of English Grammar and Composition; Amanda T. Funnels, teacher

of Methods; Cyrus W. Hodgkin, teacher of History and Geography; Josiah T. Scovel, A. M., M. D., teacher of Natural Science; James M. Wilson, teacher of Mathematics; W. W. Parsons, teacher of Grammar. The catalogue of 1876-7 gives the following summary of attendance: Number of ladies, 146; number of gentlemen, 136; total in Normal School, 282; total in Model School, 223; grand total, 505.

Michigan.

THE Superintendent of Public Instruction has arranged to hold the State Teachers' Institute, provided for by the new institute law, at Lansing, commencing at 2 P. M., Monday, August 20, 1877, and continuing five days.

The Hon. John Hancock, Superintendent of Schools, Dayton, Ohio; President E. C. Hewett of Normal University, Normal, Ill.; Prof. Robert Graham, Director of the Model School of the Oshkosh, Wis., Normal, and Prof. Jonathan Piper, of Chicago, Ill., have engaged to give instruction in the Institute. These men are among the foremost in the West in institute work, and a profitable meeting may be anticipated.

Board can be obtained at reasonable prices at boarding houses, and the hotels will accommodate guests at reduced rates.

Later Educational News.

ILLINOIS.—A union of forces was effected July 5th, by the marriage of Enoch Emery, Esq., editor and proprietor of the *Peoria Transcript*, and Miss Mary W. Whiteside, county superintendent of schools.—Prof. S. S. Hamill, of Cincinnati, has been elected to the chair of Rhetoric, History, and Elocution, in Illinois College, at Jacksonville.—At Galesburg, the Board of Education have ruled that all teachers in the public schools for the ensuing year must hold a regular certificate of qualification, which certificate can be obtained, if not now held, only by an examination before a committee appointed for that purpose. This decision is manifestly unjust to those teachers who have been employed successfully in the schools for years, without holding any such certificate. It is well to require all teachers to hold a certificate of qualification, but it is unreasonable to demand that an imperfect formal examination in the different branches taught should supersede the evidence of actual teaching in the school-room for a period of years, as to the true standard of qualification of any teacher. No better examination can be had than the test applied when a school is placed for a year or more under the charge of a candidate for a teacher's position. If, by actual trial, it is found that a man or a woman is able to teach a school well, it is absurd to "go back of the returns" and endeavor to discover the same thing by means of another and very uncertain process. And it is not only absurd, but in the highest degree unfair and insulting to such a teacher. No teacher should submit to it.

MICHIGAN.—District No. 1, West Side, Jackson, has voted \$27,000 for a new central building where the old one now stands; \$3,000 for one in what is called Colfax's Addition, and \$4,000 for one in Wilcox's neighborhood.—Rev. Dr. L. R. Fisk, of Detroit, has been elected president of Albion College, and his acceptance has been received.—L. C. Hull, who graduated this year at the University, has been made principal of the Battle Creek High School.—George W. Davis, of Ypsilanti, has been chosen for the principalship of the Benton Harbor school.—Prof. George B. Merriman, of Albion College, has been elected to the chair of Mathematics at Rutgers College. He was formerly professor at the University of Michigan, whence he left to take a chair at Albion College.—Rev. A. Ten Brook has been unanimously removed by the Regents of the State University from the position of librarian, which he has so long and ably filled, and Prof. R. C. Davis unanimously elected to fill his place. Prof. Ten Brook was receiving \$1,800 per annum. Prof. Davis offered to accept the position for \$1,000 per annum, and it being the opinion of the Regents that Prof. Davis would fill the position as well as Prof. Ten Brook, they discharged the latter and hired the former, thereby saving \$800 per year.—Thirty-six graduates of the Ann Arbor High School marched to the University headed by a band of music, and enrolled their names as members of the next Freshman Class.—Miss A. E. P. Eastman has resigned the position which she has held for ten years in the Ann Arbor High School, and enters upon the study of medicine.

CHICAGO NOTES.

THE University of the West is gradually assuming a visible form. At a meeting of the Regents, July 10th, Bishop Cheney was elected Chancellor, and Bishop Fallows Vice-Chancellor. Other members of the faculty elected at this meeting were the following: Chair of Systematic Theology and New Testament Exegesis, and Dean of the Faculty, William H. Cooper, of Chicago; Chair of Exegetical, Biblical, and Pastoral Theology, J. Howard Smith, Newark; Chair of Ecclesiastical History and Polity, Mason Gallagher, Patterson, N. J.; Chair of Apologetics or Evidences of Natural and Revealed Religion, Joseph D. Wilson, Peoria, Ill.; Mental and Moral Philosophy and Rhetoric, Rev. W. J. Hunter, Victoria College, Coburg, Canada.

—The question of what text-books shall be used in the public schools continues to receive a large share of the attention of the Board of Education, and the press of the city is frequently made a medium for the expression of views by editors, members of the Board, and other citizens. A careful scrutiny is exercised by one or two of the Board, to see that no school book is per-

mitted to find its way into the schools, which in any way recognizes the existence of a divine purpose in the creation and government of the universe, or which refers to the fundamental truth of Christianity as taught in the Bible. The merit of a book outside of this consideration has no weight in determining whether or not it shall be used in the schools. The contest is narrowing itself down to the question as to whether the public schools shall be thoroughly and exclusively *secular*, or shall permit the occasional recognition of those principles which have shaped the progress of civilization since the dawn of the Christian era. The issue will be a question as to the disposition of the school fund,—whether the existence of God and the common defense of the public schools shall continue; or the existence of God shall not be taught, and a common cause be made by Protestants and Romanists for a division of the school fund. May such a calamity be averted.

—The pupils examined last month for the High Schools of the city have made the following selection of schools and studies: Central High School, 60; North Side School, 115; South Side School, 207; West Side School, 396; no preference, 30; taking music, 410; taking German, 265; taking Latin, 256; taking drawing, 246. To accommodate these pupils an additional room will be needed in the North Side School, two additional rooms in the South Side School, and five or more in the West Side High School.

—Prof. Larrimore has been elected Principal of the Cook County Normal School, and has accepted the position. The other teachers appointed are, Miss Susan J. Payne, Prof. W. C. Richards, Miss H. O. Worthington, and Prof. W. M. Jones.

—Prof. O. S. Westcott, of the High School, has accepted the superintendency of the public schools at Racine, Wis., at a salary of \$2,000.

EDUCATIONAL CALENDAR.

[Announcements of educational gatherings, in all parts of the country, are invited for insertion in this list.]

- JULY 16. Mahoning County Institute, Canfield, Ohio, 4 weeks.
- " 17. Wisconsin Teachers' Association, Green Bay, 3 days.
- " 24. N. Y. State Teachers' Association, Plattsburgh, 3 days.
- " 25. New England Normal Institute, East Greenwich, R. I., 4 weeks.
- AUG. 7. Pennsylvania Teachers' Association, Erie, 3 days.
- " 7. Exam. of Candidates for State Certificate, Madison, Wis., 5 days.
- " 14. National Educational Association, Louisville, Ky., 3 days.
- " 20. Annual Institute, Eaton, Ohio, 5 days.
- " 28. Minnesota Educational Association, Mankato, 4 days.
- " 28. Arkansas Convention of County Examiners, 3 days.
- " 28. Amer. Assoc. for the Advancement of Science, Nashville, Tenn.
- " 29. Arkansas State Teachers' Association.

Publishers' Notes.

A GOOD EXERCISE FOR TEACHERS' INSTITUTE.—Scarcely a teachers' meeting ever occurs, but that the subject cube root receives more or less attention, the discussion, however, leaving the subject as great a mystery as before. We are informed that the little work heretofore noticed in this column makes the subject so plain that it can be readily understood and explained by any one of the most ordinary ability.

Write for circular, describing the process, to H. H. Hill, 506 Marshfield Ave., Chicago.

—Prof. Thompson, of Sandusky, Ohio, will resume his Lessons in Dictation Drawing in the WEEKLY after the close of the vacation.

—We hope to have the WEEKLY represented by some teacher or superintendent or agent at every institute held during this summer and fall, and if we have overlooked any, a line calling our attention to it will be thankfully received. Subscriptions will be taken at clubbing rates, and we hope to receive large lists from all the institutes. Specimen copies will be sent gratis for use in canvassing. Drop us a line.

—Sheldon & Company call special attention to Prof. Olney's New Arithmetics. This series, it is claimed, presents in two books a very full and complete course for schools. The Primary is fresh and charming and well calculated to interest the youngest children. The Elements is a book of 396 pages, and is exceedingly full on business arithmetic, having a great quantity of the most practical kind of examples. It is certainly a very full and complete book, and the price, 53 cts. for introduction, is very low. Colton's New Geographies have been elegantly re-illustrated, and with new maps they are very beautiful; the prices have been greatly reduced.

—Our readers will not fail to notice the announcement in our advertising columns of the summer institute for special teachers of drawing to be held by Prof. Walter Smith at his studio, South Boston, at the sea-side. Applications should be made at once.

—The *Institute Song Budget* has met with a very warm reception from teachers wherever it has been seen. Please take notice! Hereafter the *Song Budget* will be sold at the following prices: Single copy, 15 cts. Per dozen, net, \$1.50. Per hundred, net, \$10.00. The *Song Budget* contains 48 pages, 56 pieces of music and words, and five full-page illustrations, and is handsomely bound in cardinal red. Address the publishers of the WEEKLY.

—Don't forget to put a few of Harper & Brothers' "Half-hour Series" in your satchel before you start on your vacation trip, or buy them at the first opportunity. They are excellent for summer reading.